**Lesson Plan One**

**Teacher Candidate: Chad Wadsworth**

**Grade Level: 2nd Grade**

**Date of lesson: September 21, 2015**

**Lesson Plan: Why is voting important**

**Content Standards:**

* 2SS1: Students will explain why communities have government and laws, and identify ways that people work together to promote civic ideals.
* 2SS1.c: Practice being a good citizen in the school community.
* 2E2a: Processes and Features Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.

**Learner Background:**

* This will be the first lesson plan in the thematic unit of community. This will be the student’s first interaction with some of the concepts of why a community has a Government, and the roles of citizens within the community. The students are not anticipated to have any knowledge of what is a community and why a community has a Government.

**Student Learning Objective(s):**

* The student will explain the responsibilities of a good citizen, with emphasis on taking part in the voting process when making classroom decisions
* Students will be able to distinguish between three important years in voting history: 1800, 1860, and 1920.
* The students will be able to partake in a classroom community vote to elect a class president for the first quarter of the year.
* Students will show and write a well-organized speech in their writing journals to perform in front of the class.
* The students will make inferences on what a good community should be.
* The students will be able to engage in meaningful discussions as a class.

**Assessment:**

* The students will be assessed with a couple different formative assessments. The students will be assessed with their journal entries of why it is important for citizens in the community to vote. The students will also be taking part in the voting process within their classroom community.
* Students will receive a matching worksheet in which they will match the correct date to the amendments and who was allowed to vote that year.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

* Primary source book: The Voice of the People: American Democracy in Action.
* https://www.youtube.com/watch?v=ZFJ2e82Nvnw
* Student Journals
* Voting cards (3 different voting cards: red, green, blue)
* Community voting box: Created by teacher

**Teaching Model/Strategy**

* The strategy that will be used for this lesson plan will be Disciplined Inquiry strategy. Disciplined inquiry allows students make meaning when they are asked to inquire, think at high levels, and solve problems. This will be a form of structured inquiry because the students will conduct an investigation of a presented question using a teacher-prescribed process. This will help the students learn because the teacher will have good guided questions to allow the students to go more in depth with the questions being asked in the lesson.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

* The lesson will begin with the teacher calling the students to the front rug to watch a video.
* The teacher will describe to the students, that today they will be learning about what it is to have a good community.
* The teacher will inform the students that they will be partaking in a vote later on in the class that will have an effect on their classroom community.
* The teacher will play the video for the students:
  + <https://www.youtube.com/watch?v=ZFJ2e82Nvnw>
* The teacher will have a small discussion on the video with the students so they can come up with their own ideas of what the video meant.
* The teacher will then read the book:
  + Primary source book: The Voice of the People: American Democracy in Action.
  + This will provide students with the voting process from the campaign to the election. The students will get a glimpse into the Government and the Constitution.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

* The students will return to their seats and pull out their classroom writing journals.
* The teacher will explain to them that they will be writing clear concise sentences to come up with a speech on what it is to be a good citizen.
* The teacher will demonstrate on the board with a small paragraph of what they believe it is to be a good citizen.
* The students will work on their own for the first ten minutes to come up with their speeches.
* The next ten minutes, the students will pair up with another classmate to help revise and help one another fix their sentences for their speech.
* Once the students believe their speech is finished, the teacher will then proof read with each student to ensure the students have concise and descriptive sentences for their speech.
* Once all the students speeches have been through the workshop, it is time for each students to stand up and give their speech.
* Once all the speeches have been read, it is time to vote.
* The students will now vote for the presidential and vice presidential candidates on their voting cards; the teacher will give the students 1-2 minutes to make their decisions.
* The teacher will explain to the students that they are going to have 3 different elections similar to elections throughout history.
* The teacher will explain to the students that the candidates with the most votes in the final election will become the president and vice president of the classroom.
* Election # 1– 1800
  + The teacher will collect all voting cards with blue dots and tally the votes on a chart on the smart board.
  + The teacher will then announce the winner of the 1st election.
* Election # 2 — 1860
  + The teacher will collect all voting cards with red dots and tally the votes; the teacher will add these votes to the votes tallied in the first election and add them to the chart on the smart board.
  + The teacher will add the votes from the two elections and then announce the winner of the 2nd election.
* Election # 3 — 1920
  + The teacher will collect all voting cards with white dots and tally the votes; the teacher will add these votes to the votes tallied in the second election and add them to the chart on the smart board.
  + The teacher will add the votes from the three elections and then announce the winner of the 3rd election.
* The winner of the 3rd election will become the president and vice president of the classroom for the first quarter of the year.
* The teacher will explain to the students the relevance of each of the elections and the dates of the elections:
  + 1800 — Only men were allowed to vote in an election. Men were given the right to vote in the United States Constitution (but not if they were African American men).
  + 1860 — Men and African Americans (but not African American women) were allowed to vote in an election. African Americans were allowed to vote after the Civil War through the 15th Amendment.
  + 1920 — Men, African Americans, and Women were now allowed to vote in an election. Women were allowed to vote after the Suffrage movement through the 19th Amendment.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

* The teacher will have all the students find a spot on the front carpet, Here the teacher and the class will engage in a classroom discussion.
* The teacher will discuss with there students the importance of voting and the difference between voting in the different time periods until present day.
* The teacher will ask the students inquiry questions to make the students think:
  + Were the different elections fair?
  + How/why were the elections fair?
  + Which one of the elections was the most fair and why?
  + The teacher will ask the students that weren’t allowed to vote in the first election. How did it make you feel that you wanted to vote, but your vote didn’t count in the election? How do you think people felt during this time? Was this fair that certain people weren’t allowed to vote?
  + Do you think that it is important to vote? If you were old enough to vote in an election, would you vote on November 2?
  + According to the Constitution, voting is a citizen most important “right”. Do you agree or disagree that voting is an important right as a citizen of a democracy in the United States.
* In order to account for diverse learning capabilities, teacher will provide proper wait time when facilitating discussion through questioning.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Jennifer | Jennifer has trouble with writing. Jennifer confuses sounds and spelling of words. Jennifer has trouble with phonological awareness. | Jennifer has and active aid with her to practice phonological awareness. To help Jennifer with her speech in her notebook, The teacher will have the student write all the sight words while the teacher will use a highlighter to write the rest of the words for the student to trace. |
| Kayla | Kayla has been diagnosed with Oppositional Defiant Disorder. This has been marked in her IEP. | To help this student in the class, I will allow the students to have a cool down period when over-exerted. The student will be asked open ended questions, and give praise that is specific and will not embarrass student. As a teacher, you have to make sure you listen actively with a student with ODD. |
| Alex | Alex is one of our TAG/Gifted students in the class. Alex is always one of the first to complete assignments, and is very good at actively going deeper in a subject when possible. | Alex will be able to challenge himself through the presidential speech in the writing journal. Alex will be able to go more in depth with his speech and fully develop what he thinks it means to be a good citizen. |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What year did the vote happen?**

**Matching: Match the correct date to the amendments and who was allowed to vote that year.**

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| **Voting in 1800** |  | Men and African Americans (but not African American women) were allowed to vote in an election. African Americans were allowed to vote after the Civil War through the 15th Amendment. |
| **Voting in 1860** | Men, African Americans, and Women were now allowed to vote in an election. Women were allowed to vote after the Suffrage movement through the 19th Amendment. |
| **Voting in 1920** | Only men were allowed to vote in an election. Men were given the right to vote in the United States Constitution (but not if they were African American men). |

Why is it good to be a good citizen? (Write 3 to 5 sentences for your explanation) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_